



**Rutland SACRE**

**Standing Advisory Council on  
Religious Education**

Supporting Rutland Schools in delivering Religious Education



**Rutland  
Standing Advisory Council  
For  
Religious Education  
(SACRE)**

**Report September 2015 – March 2017**

**“Philosophy and Ethics has given me a way to express my opinions and have them challenged by other students. My mindset has already been affected for the good and I believe I am more open-minded because of it.” (VI Form Student)**

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This information can be made available in other languages and formats on request.

## 1 INTRODUCTION

Rutland Standing Advisory Council for Religious Education (SACRE) is a statutory body which has a key role in monitoring of Religious Education in schools in Rutland. It has an important role working on behalf of the Local Authority (LA) to advise on the provision of Religious Education in all forms of schools and educational establishments in the local area.

The roles and responsibilities of a SACRE are clearly set out in Section 3 of *Religious Education in English schools: Non-statutory guidance 2010* published by the Department for Children, Schools and Families. This guidance can be found at: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

SACREs were established by the 1944 Education Act and their functions set out in the 1988 Education Act. The main function is to advise the LA on matters related to Collective Worship in community schools and the Religious Education to be given in accordance with the locally Agreed Syllabus.

The SACRE also has the duty to require that the locally Agreed Syllabus be reviewed every five years to keep it relevant and appropriate and to ensure that the Local Authority checks that schools under their control comply with the legislation.

This Report indicates how these functions and duties have been discharged. The Report also aims to provide wider information about the provision for RE and the standards that students are achieving; about the provision for Collective Worship, and about SACRE's own activities.

It is hoped that the Report will inform the continuing developments in RE and Collective Worship in Rutland and continue to be an effective support for school improvement.

The local SACRE congratulates those primary schools who received good and outstanding grades in this year's Ofsted inspection reports for the Spiritual, Moral, Social and Cultural (SMSC) development of their pupils and also the schools who have achieved good and outstanding judgements in their Statutory Inspection of Anglican and Methodist Schools (SIAMS) reports and in the Diocesan Canonical Inspection Report (DCIR). The SACRE will continue to encourage schools to broaden knowledge and understanding of all cultures and faiths.

Thank you to Rutland County Council for their assistance in the support and running of the Rutland SACRE and also to Rutland pupils, students and staff for allowing us to quote their words in this report.

This report covers more than one academic year in order to be as up to date as possible. Public examination results are normally verified in early spring and in order to incorporate these in future, SACRE's Annual Report will cover the period April to March.

I should like to commend this report.

A handwritten signature in black ink, appearing to read 'Gale Waller', written in a cursive style.

Cllr Gale Waller  
Chair of SACRE

## 2 THE ROLE OF SACRE

**“Furthering my knowledge on the basis of religious studies has widened my presupposition pool to new theories in which I have improved my overall knowledge and helped me become more open minded to those who believe in the concept of God and just others in general.” (VI Form Student)**

### 2.1 Background

The 1988 Education Reform Act confirmed the statutory requirement for all LAs to form a permanent body for Religious Education – The Standing Advisory Council for Religious Education (SACRE). The Rutland SACRE exists to advise the LA on matters concerned with the provision of Religious Education and Collective Worship.

### 2.2 The world of education has changed, and continues to change as successive governments strive to find ways to improve educational outcomes. Recently there have been proposals to reduce the role of Local Authority involvement in schools, however, SACRE continues to be a statutory body. Lord Nash, Under Secretary of State for Education, wrote to the Chair of Rutland’s SACRE in March 2016:

*“The Government firmly believes in the importance of R.E. Good quality R.E. can develop children’s knowledge of the values and traditions of Britain and other countries and foster understanding amongst different faiths and cultures....*

*We do not currently have any plans to remove the duty on local authorities to establish a SACRE.....Local Authorities continue to have a statutory duty to support the activities of SACRE....”*

### 2.3 By law the SACRE comprises of four groups:

Group One: Representatives of Christian denominations other than the Church of England and other religions, reflecting the principal religious traditions of an area (Rutland in our case)

Group Two: Church of England Representatives

Group Three: Teacher Associations

Group Four: LA Representatives

Each group has equal status and voting rights. See **Appendix A** for membership.

In Rutland SACRE is supported by a clerk and a professional officer. The professional officer left the authority in early spring 2017 and has been replaced by a part-time appointee who also supports SACREs in Northamptonshire, Peterborough and Cambridgeshire.

### 2.4 The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in maintained schools through:

- advising the LA on methods of teaching the Agreed Syllabus for Religious Education;
- advising the LA on the provision of training for teachers;
- monitoring inspection reports on Religious Education, Collective Worship and SMSC development of pupils;
- considering complaints about the provision and delivery of Religious Education and Collective Worship referred to SACRE by the LA;
- obtaining support from the LA to review its Locally Agreed Syllabus;
- contributing to community cohesion.

2.5 The Rutland SACRE meets at least three times each academic year and, since July 2015, this has been at Rutland County Council's Catmose building reflecting SACRE's position as a committee of the Council. SACRE meetings are open to the public who may attend as observers and minutes are published on Rutland County Council's website.

### 3 RELIGIOUS EDUCATION

**“RE teaches me that everyone is not the same; it teaches me there are lots of other religions and more about the world.” (Year 3 pupil)**

3.1 There is a legislative requirement that a Local Authority should undertake a review of its locally Agreed Syllabus every 5 years. Since 1997, when Rutland became a unitary authority, Rutland has adopted the Northamptonshire locally Agreed Syllabus. This is called 'Growing Together' and Rutland County Council agreed to adopt this Syllabus in February 2011. This Agreed Syllabus is currently under review. Rutland County Council, in partnership with Northamptonshire, Peterborough and Cambridgeshire is writing a new Agreed Syllabus. English Martyrs Catholic Voluntary Academy follows 'Come and See', the RE syllabus for schools within the Nottingham Roman Catholic Diocese.

### 4 COLLECTIVE WORSHIP

**“This course has allowed me to listen to, understand and consider other people's ideologies whilst also being able to analyse their epistemology and reasoning. It has been fundamental in opening my mind to the huge variety of possibilities in this uncertain world.” (VI Form Student)**

4.1 In the Autumn of 2016 SACRE received a report on Collective Worship compiled by two head teacher members from a review of Rutland schools' collective worship policies, termly collective worship calendars and discussion with school staff. There were a number of common threads across all primary schools:

- Collective Worship provides an opportunity for the whole school to come together at least three times a week to reflect on a theme/value of the week;

- The themes/values give focus. Some are based around the school's values, some around SEAL (social and emotional aspects of learning) and some around important days of the academic year, including festivals across a range of cultures;
- A wide range of teachers lead collective worship although every school had a collective worship lead;
- Every school has "celebrating success" assemblies;
- Schools invite visitors to speak at collective worship. These included retired teachers, clergy and lay-readers;
- Collective worship provides an opportunity for whole school singing;
- All schools also had class-based collective worship.

4.2 In addition to collective worship, faith schools also offer the opportunity for morning/end of day/lunchtime prayer. Pupils in these schools regularly recite the Lord's Prayer and children themselves write and lead prayers. Church of England schools use the Bible to support worship and pupils also have opportunities to worship in church.

4.3 It is far more difficult in secondary schools to have whole school collective worship because of the demands of timetabling large numbers of young people and the space that is required for all young people in a secondary school to meet together. However, it does happen but more frequently collective worship takes place in smaller groups such as Year Group or House Assembly. In secondary schools in Rutland there is an emphasis on Spiritual, Moral, Social and Cultural Education and British Values.

## **5 OFSTED INSPECTION REPORTS 2015-2017**

### **"In RE we get to ask questions about the World." (Year 3 Pupil)**

5.1 The following Rutland Primary Schools were inspected by Ofsted in the period covered by this report:

- Oakham CofE Primary School (November 2015)
- Langham C of E Primary School Academy (November 2015)
- The Parks School (February 2016)
- English Martyrs Catholic Voluntary Academy (July 2016) – Short Inspection
- Empingham CofE Primary School (June 2016) – Short Inspection
- Great Casterton CofE Primary School (June 2016)
- Casterton College, Rutland (February 2017)
- Harington School (February 2017)

"Good provision for pupils' spiritual, moral, social and cultural education means that pupils become considerate, thoughtful and reflective young people. The school is particularly effective in teaching pupils about, and promoting respect for,

other religions and cultures. Teachers give pupils first-hand experiences to meet visitors from other countries and to visit places of worship, such as a Sikh Gurdwara. This means that pupils have a good understanding of other religions and this, in turn, prepares them well for life in modern Britain.” **Oakham Church of England Primary School: Ofsted Report**

“The school provides strong social, moral, spiritual and cultural education. Pupils have a good sense of justice, fairness and equality. They told inspectors how they feel safe at school and how their lives differ from those of refugees, for example. Pupils say there is no bullying and that they know who to turn to if they have a problem. They understand the rule of law and democracy, comparing it to those who do not enjoy such freedoms. Pupils know that the school does not tolerate discrimination of any kind and that they are responsible for their own actions. They are well prepared for life in modern Britain.

“Pupils of different ages discuss democracy, elections, laws of the land, unfairness, equality and respect for the beliefs of others. They are positive about the role of the school in helping them learn more about life in modern Britain and about the role they will play in society. Pupils respect the views of each other and have a well-developed sense of collaboration when asked to work together.

“The school’s values and teaching prepare pupils well for life beyond the school gates. They understand fundamental British values and treat each other with respect, care and consideration.

“The school’s work to promote pupil’s personal development and welfare is good. Pupils take pride in their school, their appearance and their work. They are confident individuals who know how to deal with disappointment as well as success.” **Langham CofE Primary School Ofsted Report**

“Attitudes to learning are extremely positive. Adults have very high expectations for each child. Personal and social skills are sensitively developed to enable all children to learn through play either individually with an adult or in a small group. The school’s work to promote children’s personal development and welfare is outstanding. Adults miss no opportunities to promote the development of personal and social skills in all activities.

“Many opportunities are provided for children to learn about different cultures and world celebrations. All of these rich experiences allow children to begin to develop an understanding of life in modern Britain. During a slide show children sat enthralled as they looked at photographs of their past learning, especially when they noticed that not everyone dressed the same as they do.” **The Parks School Ofsted Report**

“Pupils conduct themselves extremely well in class and around the school. Their attitudes towards learning and towards one another are exemplary. This is testament to the school’s strong ethos of care, support and tolerance. Pupils participate in school life eagerly and readily help others less able or less fortunate than themselves.” **English Martyrs Catholic Voluntary Academy: Ofsted Report**



“Pupils’ spiritual, moral, social and cultural development is good. Pupils have opportunities to lead collective worship and Class 3 visited both a mandhir and a mosque in Peterborough to develop their knowledge of other faiths. To celebrate Her Majesty’s 90<sup>th</sup> birthday, each class learned about the cultures of different countries belonging to the Commonwealth.” **Empingham CofE Primary School**

“The promotion of pupils’ spiritual, moral, social and cultural development is exceptional. Pupils learn about others’ faiths and beliefs through religious education lessons and thoughtful assembly themes; pupils engage keenly in discussions about different cultures. A group of Years 5 and 6 pupils learning about Sikhism listened avidly to the description of a ‘Langar’ and, seating themselves on the floor in a similar arrangement, enthusiastically debated the pros and cons, while making insightful comparisons with other faiths. Pupils understand the school’s Christian values and ethos, and every opportunity is taken to promote a shared understanding of modern British values. **Great Casterton C of E Primary School: OfSTED Report**

“Pupils’ very positive views of the school are reflected in their comments to inspectors. Pupils confirmed that the school teaches them about things such as e-safety and potential dangers from drugs, alcohol and radicalisation. Pupils report that they feel very safe.” **Casterton College Rutland: Ofsted Report.**

“Students contribute to lessons in an articulate and mature manner, especially those lessons that include extended debate and discussion. For example, in a philosophy and ethics lesson, students participated confidently in a discussion about ‘conscience’ and were comfortable handling some very complex concepts and ideas.” **Harington School: Ofsted Report.**

5.2 A link to the full reports is attached at **Appendix B.**

## **6. SIAMS/DCIR Reports 2015-17**

**“I feel proud learning about Christianity.” (Year 2 Pupil)**

6.1 The following SIAMS (School Inspection Anglican and Methodist Schools) and DCIR (Diocesan Canonical Inspection Report) were carried out during the period of the report. SIAMS and DCIR inspections focus on religious teaching, collective worship and academic attainment.

- Ryhall C of E Academy (November 2016)
- Empingham C of E VC Primary School (March 2016)
- Great Casterton C of E Primary School (March 2016)
- Exton and Greetham C of E VC Primary School (September 2016)
- English Martyrs’ Catholic Voluntary Academy (February 2017)

“The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners. Parents are clear that this is a church school. They

regard the Christian ethos of welcome and acceptance as its most distinctive feature. It is the key to how the school successfully integrates pupils of all abilities and their families. Everyone is recognised as a unique human being made in the image of God. The potential in every pupil is acknowledged and teachers are continually developing their systems for tracking pupils' progress so that each one can fulfil the school's aim to 'Look back with pride and move forward with confidence'. The achievement of pupils overall has been on an upward trend with disadvantaged pupils making progress at least as rapidly as their peers." **Ryhall School: SIAMS Inspection**

"The school, through its distinctive Christian character, is good at meeting the needs of all learners. This small, rural primary school holds the Christian values of hope, endurance, forgiveness and friendship at the heart of everything it does. It provides a nurturing learning environment where pupils are proud to belong. This is because the school is a welcoming, inclusive, happy family community, rooted in the Christian faith and the school's Anglican tradition. At Empingham, the wellbeing of the whole community is of utmost importance. Consequently, relationships and behaviour are good. In addition, attendance is well above average and there have been no exclusions. The school attributes this to leading by example and living out the school's chosen core Christian values, such as forgiveness." **Empingham School: SIAMS Inspection**

"Pupils can explain the school's newly chosen Christian values in their own words. They have a good understanding of right and wrong and behaviour is good because spiritual, moral, social and cultural development is strongly promoted. Pupils understand the importance of a family and want to come to school because of the Christian ethos. Pupil progress meetings are underpinned by the school's Christian ethos as each child matters as a child of God. As a result, the large majority of children are making good progress. Pupils enjoy religious education [RE]. The RE day in November, based on the life and death of Jesus, was a very successful cross-curricular day. Pupils have a very good level of religious literacy and can explain the Christian narrative well. They speak of incarnation as 'Jesus coming down from heaven as a human and he was not a ghost/spirit. He had flesh on his body'. They go on to explain salvation as 'when Jesus came down from heaven to die on the cross to save us from our sins'. Daily worship, based on Christian values and the church year, brings the whole school community together. It involves and engages pupils and makes a difference to the lives of adults, including parents. This is because worship is recognised and valued as an important part of the school day. It informs attitudes, relationships and behaviour. Pupils relate the results of forgiveness as moving on, not looking at the past, looking at the present and the future. They also speak of Jesus and the hope he brings. **Great Casterton C of E Primary School: SIAMS Report**

"The school, through its distinctive Christian character, is good at meeting the needs of all learners. Central to this small rural primary school is a strong commitment to value all the children and families it serves. The school's Christian values are linked to its vision and mission statement to 'Explore and Grow', which is underpinned by the importance placed on developing the children spiritually as well as educationally, morally and culturally. This is truly at the heart of the school's

positive learning environment where pupils value their friends and teachers. Attendance is good, although there is some mobility. Family requests for absence are always treated with compassion. These include those from HM Armed Forces as well as the travelling community, who all feel accepted here. Consequently, relationships are very good. There have been no exclusions as there is a strong behaviour and safeguarding policy as well as a gender equality policy, built around Christian teaching. These provide a secure, collaborative and purposeful learning culture where all pupils and staff are valued, listened to and challenged to be the best they can be. In practice this enables all to flourish within a spirit of honesty and forgiveness.” **Exton and Greetham: SIAMS Report**

“The exemplary behaviour of pupils reflects the efficacy of the school’s behaviour policy and is founded on Gospel values and the teachings of the Catholic Church. A member of staff said ‘I love coming to work here’ and a child stated ‘It is a really loving school’. The school is well led and managed by the executive head teacher, head of school, subject leader for Religious Education and a strong governing body. They rightly value and closely guard the strong Catholic identity of the school. They are strategic in ensuring that this is sustained as the school meets new challenges including welcoming a higher proportion of pupils who are of faith backgrounds other than Catholic. The school’s behaviour policy, firmly rooted in Gospel values, results in exemplary behaviour throughout the school and the living out of the school Mission Statement, ‘We follow as a family in the footsteps of Jesus.’ There is a strong sense of belonging within the school. Staff and pupils described the school as ‘like a family’. The genuine care was evident in many of the responses such as ‘I am very happy at this school’, ‘Everyone is kind to one another’ and ‘I love coming to work each day’.” **English Martyrs’ Catholic Voluntary Academy: DCIR Report**

6.2 Copies of the full reports are attached at **Appendix C**.

## **7. VALIDATED KS4 AND KS5 RESULTS 2016**

**“I think RE is cool because I like hearing about peoples’ life stories and you can listen to what they do and how they make decisions about how to live their lives.” (Year 6 Pupil)**

7.1 Validated KS4 and KS5 data for 2016 attainment outcomes was provided to SACRE in Spring 2016 and is provided at **Appendix D**.

7.2 SACRE members were particularly pleased to note the high achievement levels of students taking Philosophy and Ethics as both Full and Short Course GCSE RE and we are sure that the skills in evaluation and reasoning, key to success in this course, has had positive impact on the success these students had in other subjects. We were pleased to see the numbers entering from Catmose College for the Full Course GCSE in Philosophy Ethics programme and the success those students had.

- 7.3 We also celebrated the success Uppingham Community College and Casterton College had for the Short Course programme. The Short Course provides the opportunity for young people, particularly those who do not wish to study a full GCSE programme, to achieve a qualification in RE. RE is compulsory to age 18 for students in state schools.

## **8. REPORTING TO PARENTS**

**“I like RE because we talk about the meaning of stories and how to live our lives as better Christians. It encourages us to go to church and it’s fun because the Christmas story was brought to life by the adults dressing up on our pilgrimage.” (Year 3 Pupil)**

- 8.1 Schools are legally required to report to parents annually on pupils’ progress in R.E.

## **9. LINKS TO LOCAL AUTHORITY AND NATIONAL PRIORITIES**

**“I enjoy Mr Singh teaching us about the ‘Circle of Life’ as a Sikh.” (Year 6 Pupil)**

- 9.1 The inspection reports for both Section 5 (Ofsted) and Section 48 (SIAMS and DCIR) present a sound baseline for the monitoring of Spiritual, Moral, Social and Cultural Education in Rutland schools.

- 9.2 The SACRE endeavours to respond to the proposed priorities of the Local Authority ‘Children and Young Peoples’ Plan’; for example, the extent to which the RE Syllabus meets the needs of the community.

- 9.3 The SACRE also endeavours to promote and develop the importance of resilience in young people through relevant areas of the curriculum in school including Religious Education.

## **10. COMPLAINTS ABOUT COLLECTIVE WORSHIP**

- 10.1 There were no complaints about Collective Worship received by the Rutland SACRE from parents in the period of this report.

## **11. SACRE DEVELOPMENT PLAN 2015-17**

**“I like RE when our answers are challenged and we have debates.” (Year 6 Pupil)**

- 11.1 The SACRE reviewed its Development Plan for 2015-17.

The Development Plan aimed to address the following issues over the two years:

- identifying common strengths and areas for development in RE.
- identifying the required professional development for raising standards in RE and providing quality Collective Worship

- contributing to the priorities of the Local Authority strategic partnership in relation to community cohesion.

11.2 The success of any Development Plan will depend on the level of support provided by Rutland County Council but the priority of the next 3 years will be the production of a new Agreed Syllabus (see Section 11 below) and the training of school staff to use it.

## 12. RELIGIOUS EDUCATION TRAINING PROGRAMME

**I established philosophy and ethics at A-level as a constructively challenging subject with numerous interesting and exciting aspects within it. I greatly believe it to be one of the best academic subjects due to the differences in the way of thinking it involves when engaging with the topics compared to any other subjects. It is interesting and enables a student to have an open mind and learn to accept the opinions of others.” (VI Form teacher, Rutland)**

12.1 SACRE has created an RE network for RE co-ordinators in Rutland schools. This network will develop support to schools and, because the review of the Agreed Syllabus being undertaken in 2017/18, will ensure there is appropriate training available for Rutland Schools.

12.2 The SACRE is required to review Rutland’s recommended RE syllabus every five years through the establishment of an Agreed Syllabus Conference. Rutland, since its establishment as a Unitary Council twenty years ago, has adopted the Syllabus created by Northamptonshire County Council. Northamptonshire have decided to work with Cambridgeshire and Peterborough and to this end have established a joint Agreed Syllabus Conference. These authorities have also agreed to have representation from Rutland at this Conference and once a new syllabus is agreed by this Conference it will be submitted to Rutland County Council for approval and adoption. By working with Northamptonshire, Cambridgeshire and Peterborough Rutland will achieve economies of scale. In addition, Rutland’s schools will have the benefit of sharing ideas with colleagues across these other authority areas.

## 13 LINKS WITH PARTNERS AND OTHER BODIES

**“I enjoy gaining knowledge of different religions.” (Year 6 pupil)**

13.1 Rutland SACRE is actively involved in the National Association of SACREs (NASACRE) and has been represented at its meetings and conferences.

13.2 Educational establishments in Rutland and Rutland Local Authority work closely with both the Anglican and Roman Catholic Diocese and with Churches Together.

13.3 SACRE considered the highlights of the NASACRE conference 2016:

**Key notes speakers included: Baroness Elizabeth Butler-Sloss** - former High Court Judge, President of the Family Division of the High Court of Justice and Chair of the Commission on Religion and Belief (CORAB) in British Public Life. She spoke about the CORAB report.

**Professor Adam Dinham** of Goldsmith's College - Professor Dinham was one of the authors of RE for Real: The future of teaching and learning about religion and belief.

His report suggested that although the landscape of belief has changed sharply in recent years, Religious Education has not. The report concludes that the subject needs a total overhaul to bring it into the 21st century: as Professor Dinham says, "Content should reflect the real religious landscape."

#### **14. SACRE BUDGET**

- 14.1 SACRE has a small budget. This has been allocated for clerking of meetings, the taking up of SACRE business by the clerk, taking forward special projects and to maintain the links with and the support of NASACRE, including sending a delegate to the Annual NASACRE Conference.

## APPENDIX A

### Rutland SACRE Membership and Attendance 2015-2017

The Rutland SACRE met on the following occasions in 2015-2017

Date	Venue
13 <sup>th</sup> October 2015	Council Chamber
12 <sup>th</sup> January 2016	Council Chamber
17 <sup>th</sup> March 2016	Council Chamber
12 <sup>th</sup> July 2016	Council Chamber
11 <sup>th</sup> October 2016	Council Chamber
24 January 2017	Council Chamber

#### Group One – Representative of other Churches and Faiths

Name	Representing	Actual Attendance	Eligible Attendance
Mr A Menzies	Roman Catholic Church	4	6
Mrs E. Ray	The Methodist Church	2	6
Mrs J. Barnwell	The Baptist Church	1	1

#### Group Two – Church of England Representatives

Mrs Barbara Crellin	Peterborough Diocese	4	6
Mr Michael Kee*	Peterborough Diocese	0	6
Rev Jane Baxter*	Rutland Deanery	0	6
Mrs Joanna Harley*	Rutland Deanery	0	6

\*The Deanery and Diocese are providing replacements for April 2017 onwards

<b>Group Three – Teacher Associations</b>			
Mr Neil Rawes	Association of School and College Leaders (ASCL)	2	6
Mr David Sharpe	Association of Teachers and Lecturers (ATL)	3	6
Mrs Megan Davis	National Association of Head Teachers (NAHT)	3	6

<b>Group Four – Local Education Authority Representatives</b>			
Miss Gale Waller (Chair)	RCC	6	6
Mrs Lucy Stephenson	RCC	4	6

<b>Co-opted Groups</b>			
Ms Katy Walker	Rutland Headteachers' Forum	2	6

Rutland LA Officer Supporting the Rutland SACRE

Dr Rashida Sharif, Specialist Education Officer, Learning and Skills (from July 2015 till January 2017)

Ms Amanda Fitton (from April 2017)

Clerk to the Rutland SACRE

Miss Jane Narey (ceased July 2016)

Mrs Claire Snodin (from October 2016)



## **APPENDIX B**

The following Ofsted Inspection Report for 2015-2017 can be found on the following website:

**<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report>**

Please quote the Unique Reference Number (URN) as follows:

**Oakham CofE Primary School** Unique Reference Number (URN): 120181

**Langham CofE Primary School** - Unique Reference Number (URN): 139858

**The ParksSchool** - Unique Reference Number (URN): 120355

**English Martyrs' Catholic Voluntary Academy** – Unique Reference Number (URN): 139611

**Empingham CofE Primary School** – Unique Reference Number (URN): 120177

**Great Casterton CofE Primary School** – Unique Reference Number (URN): 120185

**Casterton College** – Unique Reference Number (URN): 137340

**Harington College** – Unique Reference Number (URN): 141965

## APPENDIX C - SIAMS and DCIR Inspection Reports in 2015–2017

### Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Ryhall C of E Academy</b>	Church Street, Ryhall, Stamford, Lincs. PE9 4HR
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese/Methodist District</b>	<b>Peterborough</b>
Previous SIAMS inspection grade:	Satisfactory
Date of academy conversion	1 October 2014
Name of multi-academy trust	<b>Peterborough Diocese Education Trust (PDET)</b>
Date/s of inspection	3 November 2016
Date of last inspection	26 November 2010
School's unique reference number	120182
Headteacher	Katy Walker
Inspector's name and number	Jane Lewis (27)

#### School context

Ryhall Church of England Academy is a smaller than average primary school serving a rural village in Rutland. There are currently 161 pupils on roll. The proportion of pupils eligible for free school meals is below the national average. The proportion with special educational needs is around the national average. The school converted to academy status on 1st October 2014 and is part of the Peterborough Diocese Education Trust (PDET). Since becoming an academy the school has appointed a substantive headteacher who was previously acting headteacher for 1 month prior to academy conversion.

#### The distinctiveness and effectiveness of Ryhall C of E Academy as a Church of England school are outstanding

- The clear Christian vision of the headteacher has brought about rapid improvement of Ryhall as a church school.
- Christian values are fully embedded so that all members of the school community talk about them in everyday conversations and clearly link their behaviour and actions to these values.
- The contribution of clergy and foundation governors ensures the school's Christian character is secure and sustainable for the future.

#### Areas to improve

- To embed a more strategic approach to aspects of diversity and difference to ensure that pupils are more able to understand and express what it means to live in a diverse world.
- In order to further enhance the distinctiveness and effectiveness of Ryhall school its outstanding practice should be shared so as to contribute to the development of other church schools.

## **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Parents are clear that this is a church school. They regard the Christian ethos of welcome and acceptance as its most distinctive feature. It is the key to how the school successfully integrates pupils of all abilities and their families. Everyone is recognised as a unique human being made in the image of God. The potential in every pupil is acknowledged and teachers are continually developing their systems for tracking pupils' progress so that each one can fulfil the school's aim to 'Look back with pride and move forward with confidence'. The achievement of pupils overall has been on an upward trend with disadvantaged pupils making progress at least as rapidly as their peers. The last 2 years' data shows that they have made greater progress than their peers. This is because staff set aspirational targets for all pupils and they are supported on their journey to achieve them with the Christian values of endurance and perseverance as central. The wellbeing of pupils is a priority. Values of compassion and friendship are expressed through the work of the 'Jigsaw Club' run by a teaching assistant. The club supports pupils with a range of needs. The local Methodist Outreach Worker provides a range of activities for pupils one lunchtime per week. He is involved in transition work with Year 6 pupils providing a link to the local secondary school where he also works. Year 6 pupils therefore talk with confidence about when they move up to secondary school because he will be there to support them. He helps them to remember that they take God with them when they leave Ryhall. Pupils enjoy school and there are few attendance issues. This is because they are supported in their learning by dedicated staff who provide care and support, reflecting the Christian values in all they do. Pupils speak positively about being in 'a house' where they can take on responsibility of organising events, acts of worship and share together in whole school themed days. These houses are named after the 4 gospel writers and pupils have spent time finding out about their saint. As a result of this, pupils are confident about helping one another and working together reminding themselves that they should try to live out life together following the example of their house saint. An attractive display in the school entrance has the title 'Living the Fruits of the Spirit' and this, along with a range of other displays, clearly marks out this school as a church school. This living out of faith, however, is not just limited to displays. It is truly lived out by everyone. Pupils are keen and confident to explain the importance of the school's core values, particularly compassion and trust. They have a secure knowledge of Bible stories and do not hesitate to talk about why the values are distinctively Christian explaining that 'if we trust in God then he will guide us in the right way'. The behaviour of all pupils is exemplary. They apply Christian values to the way they conduct themselves and visitors to the school comment on their courteous and compassionate attitudes to others. Religious education (RE) makes a strong contribution to the school's Christian character. Lessons challenge pupils in how they think of the person of Jesus and his teaching and about how we judge others. They refer to specific Bible stories to explain why any kind of bullying and prejudice is wrong and this plays a key part in the harmonious relationships that are everywhere around the school. Consequently, there are no recorded incidents of bullying, since any friendship issues are addressed and supported before they develop. Opportunities are provided to explore big questions of faith and belief, diversity and difference. This means that pupils are articulate and able to provide reasoned points of view influenced by the work they have done in RE. The school

takes seriously its commitment to ensure that all pupils have opportunity to explore and develop respect for diverse and different communities. Visits to places of worship alongside visitors from different cultures have been beneficial but as yet the provision is not sufficiently embedded to have a significant impact. Pupils' spiritual, moral and social (SMS) development is excellent. Teachers and school leaders recognise it as 'the core of what the school is about'. All areas of SMS are underpinned by Christian values. Approaches to encouraging moral behaviour, for example, are explicitly focussed on the teachings of Jesus. Pupils understand that living life in this way helps to make the world 'the sort of place God wants it to be'. Lesson planning identifies which Christian values are being encouraged in the pupils learning. All extra-curricular school activities hold the values as core to their purpose too. Involvement in fund raising activities is proving transformational in pupils' lives. Support for a local fundraising charity 'Hope Against Cancer' has helped pupils to respect their own bodies and to thank God that they are healthy.

### **The impact of collective worship on the school community is outstanding**

There have been significant changes to worship over recent years that have been monitored and evaluated by leaders so that they understand the impact worship is having. They can therefore plan worship that is inspiring, challenging and transformational. Pupils appreciate school worship and enjoy the time of coming together 'as family'. They are given opportunities to take on leadership of worship which means that they are confident about leading prayers or sharing in liturgy. Pupils know the central features of Anglican worship and that worship is about a response to God. One member of staff described collective worship as 'sewing together everything about the school'. It is planned so that the school's Christian values are explored and developed through the use of Bible stories. These stories are well chosen to make clear the significance of the person of Jesus and other key Christian concepts such as Trinity. Pupils talk about the way in which stories and teaching they receive in worship help them to think through the everyday issues they face. They understand that the teachings from the Bible are there to help them make choices and to live 'as God wants us to live'. Pupil evaluation of an act of worship recorded that 'St Matthew showed trust in Jesus to leave his job to be with him as a disciple and showed us that Jesus is better than money'. Prayer is a key part of worship but is also a natural part of the school day. Each class has reflection and prayer areas where pupils take time to pause and write or say a prayer. They know that prayer is a way of talking with God and sharing anything that troubles them. A Year 6 boy had placed a concern on the prayer wall so that he and others could pray about it. Pupils have learnt that they can frame their prayers by using key words represented by a finger on the hand. Consequently, they speak with clarity about different needs they can bring to God. A reflection room which was designed by the pupils and the Methodist Outreach Worker provides a place where pupils and staff can go when they need to pray. The room has been designed for multi-faith use and can therefore be used by all children across the school. Resources available in the room provide everyone with a calm, quiet space that means 'we can talk and listen to God when we need to'. Worship is led by a range of leaders including the incumbent and the Methodist minister whose different approaches enable the school community to experience a breadth of worship styles. This supports their spiritual development and deepens the relationship between the churches and the school. The celebration of festivals takes place in the parish

church and these times of worship are well supported by parents and members of the church giving pupils a strong sense of belonging to a faith community. Staff speak of the way in which worship in school has been transformational in their own spiritual journey, providing them with opportunities to explore Christian faith and belief.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The distinctive Christian character of the school is now well established. Since her appointment the headteacher has brought vision and a fresh perspective to the school as an excellent place of learning. The vision that the school should be 'enveloped in God's love' is promoted across the school community. She has given this distinctively Christian vision a new energy and urgency to ensure that even the most vulnerable of pupils are given the best chance of success. She is ably supported in this by committed foundation governors who visit the school regularly. They see the school in action and talk to pupils, staff and parents. These discussions no longer take a piecemeal approach but are used to rigorously evaluate individual aspects of the school's Christian character so that clear links are made between its character and decisions made by governors. Governors are therefore clear about the next steps forward for the school. School leaders engage actively with PDET. The Trust speaks highly of the school and the approach leaders have taken to develop its distinctiveness in partnership with them. This means that the strength of the partnership has become a model for other schools considering joining PDET. The potential for Ryhall to share its outstanding practice is considerable as PDET continues to develop. Partnerships with the local churches are beneficial to all. The incumbent is described as a 'constant presence' in school and he is committed to the school being represented at meetings and services in the church. A welcome service for the headteacher was held there and she has presented to the PCC about the work of the school. Pupils speak of the relationship as a friendship saying, 'it is good to know the people at the church are our friends'. The Methodist church holds a monthly service in the school which is well attended by pupils and their families. This has arisen from the developing partnership between the Minister and the school. The service has opened up Christian worship to families in an accessible way and parents cite this as an example of the way in which the school takes its partnerships with the local community seriously. Parents are enthusiastic in their support for the school and its Christian distinctiveness. This is because they know that the school is concerned about them as well as their children. They say that the school does not 'push Christianity' on anyone but makes it relevant and part of everyday life. One mother spoke of the way in which the school had transformed her child from being withdrawn and introverted into a confident and happy child who loves attending school. She is confident that this is a result of the ethos that pervades everything they do and are. The RE subject leader receives outstanding support from school leaders. Link governors and the Headteacher work with her to observe RE lessons and set targets for development of the subject. As a result, RE teaching is of a high standard and pupils speak of how their RE lessons support them in their understanding of the wider world. The school meets statutory requirements for RE and collective worship. The church school standards group, whose role is to monitor the work of the school as a church school, has had a significant impact on the rapid progress the school has made.

They have ensured that the development points from the previous inspection have been fully met and their impact monitored. The school is well placed for sharing good practice with other church schools and moving forward confidently into the future.

SIAMS report November 2016 Ryhall C of E Academy, Rutland PE9 4HR

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Empingham Church of England Voluntary Controlled Primary School

School Lane  
Empingham  
Rutland  
LE15 8PQ

**Previous SIAMS grade:** Good

**Current inspection grade:** Good

#### **Diocese: Peterborough**

Local authority: Rutland

Date of inspection: 9 March 2016

Date of last inspection: March 2011

School's unique reference number: 120177

Headteacher: Anne Platt

Inspector's name and number: Lizzie McWhirter 244

#### **School Context**

Empingham Primary School is a small, rural school which is federated with neighbouring Great Casterton Church of England Primary School. There are good links with St Peter's Church. Almost all of the 73 pupils are from a White British background. The proportion of pupils who have special educational needs is below average. There are a number of families who are serving in HM Armed Forces. A small number of pupils belong to the Plymouth Brethren. There have been significant staffing changes since the last inspection. The executive headteacher took up post in August 2015.

#### **The distinctiveness and effectiveness of Empingham as a Church of England school are good**

- This close-knit Christian family community produces confident, well-rounded children.
- The quality of the pupils' religious literacy is highly developed, well supported and recognised.
- Strong leadership, with a dedicated staff team and good governance is rooted in the mutual and substantial partnership between church and school.

#### **Areas to improve**

- Deepen pupils' understanding of Christianity as a worldwide faith and enable them to meet people of other faiths to enrich their learning and support their spiritual and cultural development.
- Extend the experiences which pupils have to plan and lead collective worship

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

This small, rural primary school holds the Christian values of hope, endurance, forgiveness and friendship at the heart of everything it does. It provides a nurturing learning environment where pupils are proud to belong. This is because the school is a welcoming, inclusive, happy family community, rooted in the Christian faith and the school's Anglican tradition. At Empingham, the wellbeing of the whole community is of utmost importance. Consequently, relationships and behaviour are good. In addition, attendance is well above average and there have been no exclusions. The school attributes this to leading by example and living out the school's chosen core Christian values, such as forgiveness. Children want to come to this school as every member of the community is valued as a child of God. Regular pupil progress meetings demonstrate the importance of each individual child. Pupils feel able to make a positive contribution to school life. Christian values enhance their understanding of their place in the world and their responsibility to others. Learning to learn values, such as resilience, complement the school's Christian values. Pupils show respect for the community they belong to. Their understanding is enriched by visits to their parish church. They show good knowledge of St Peter, who is 'the saint of Empingham Church. He was a disciple of Jesus and originally a fisherman. He chopped the guard's ear off but Jesus healed it immediately'. Whilst pupils can name the Archbishop of Canterbury and know he is 'the principal leader of the Church of England'; they are less secure in their knowledge of the Ascension. This will have a focus as a continuing part of the Easter story. They enjoy RE. They ask important questions, such as 'Why don't some people believe in God?' and 'Do humanists have different values?' However, the school acknowledges that deepening pupils' understanding of the worldwide Christian Church is an area for development. This includes awareness of how Anglicans worship in different countries to enrich their understanding of the worldwide Anglican family. The school has also correctly identified that pupils' experiences of diversity of faith would be further enriched by meeting more people of faith and visiting their places of worship.

## **The impact of collective worship on the school community is good**

Collective worship at Empingham involves and engages pupils and is making a real difference in their lives and in the lives of their parents. Good examples include children saying Evening Prayer at home. This is because worship is recognised as an important part of the school day. Prayer features strongly in school life. This includes the school prayer, Lord's Prayer, lunch and home time prayers. In addition, prayer and reflection areas are well used in classrooms. The prayer tree in the entrance hall currently reflects values and Bible stories for Lent. The prayer tree in the hall includes prayers for the appropriate season of the church year. Adults, including parents, value the close links with the parish church. Pupils are growing in their understanding of the Trinity. They speak of how 'God is three things, three sides, all good'. They explain God as Father, Son and Holy Spirit 'just like you can be a daughter/son, sister/brother, niece/nephew'. Key festivals in the church year take place in St Peter's Church, such as Harvest and the Christmas Carol Service. Whilst the benefice has been in an interregnum, without a rector, the school has been well supported by the Associate Minister. Good examples include helping the children to appreciate the rite of Christian baptism in church as well as leading worship in school fortnightly. He



finds the children 'so responsive'. Children whose parents serve in HM Armed Forces work closely with a learning mentor. They visited the parish church to see the war memorial and then planned and led worship for Remembrance-tide in school. In this way they are able to share how proud they are of their parents who serve their country. Small groups of children plan and lead worship. They want to be more involved, which the school recognises.

### **The effectiveness of the leadership and management of the school as a church school is good**

The Christian vision and dedication of the headteacher in conjunction with the staff and governors ensures the school's distinctive Christian character is proudly proclaimed to the whole school community. The governors are all committed to ensuring that every person, whether adult or child, flourishes in this Christian community. Consequently, children succeed and achieve well. With a new headteacher in post, there is a renewed emphasis to move the school forward, in its own right; and with the school at Great Casterton, with its joint vision and strategic plan. Governors regularly focus on the distinctive Christian character of their church school in governing body meetings. All areas from the previous inspection have been addressed and there are clear priorities identified, going forward. The wellbeing of pupils is a priority and their voice is valued. The wellbeing of staff is equally well supported and governors ensure they receive relevant training for the roles and responsibilities they hold. Clergy as well as the Bishop's Visitor are welcome and regular visitors to school. Links are developing with the Methodist Church in Stamford. Staff and governor expertise is shared across the two schools. Stable staffing now provides excellent role models in their dedication and commitment to this school, benefitting the children and their parents. This includes the subject leadership of RE. Hence RE and worship meet the statutory requirements. However, the school has correctly identified the development of the RE leader in her role of monitoring and evaluation, and the diocese are providing local support for this. The monitoring that the senior leadership team and governors have done of RE gives an accurate picture of the subject. Parents are full of praise in saying how this family school embodies a caring, nurturing environment, producing 'confident, well rounded children'. Community links are very good. These include the school, church and village coming together for Remembrance Day and the Christmas and summer fairs. In addition, Empingham School welcomes new staff at the beginning of the year in St Peter's Church.

SIAMS report March 2016 Empingham Church of England Voluntary Controlled Primary School, Rutland LE158PQ

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Great Casterton Church of England Voluntary Controlled Primary School

Pickworth Road  
Great Casterton  
Rutland  
PE9 4AU

**Previous SIAMS grade:** Good

**Current inspection grade:** Good

#### **Diocese: Peterborough**

Local authority: Rutland

Date of inspection: 1 March 2016

Date of last inspection: March 2011

School's unique reference number: 120185

Headteacher: Anne Platt

Inspector's name and number: Lizzie McWhirter 244

#### **School context**

Great Casterton Primary School is a small, rural school which is federated with neighbouring Empingham Church of England Primary School. There are good links with St Peter and St Paul's Church. Almost all of the 96 pupils are from a White British background. The proportion of pupils who have special educational needs is below average. There are a number of families who are serving in HM Armed Forces. A small number of pupils belong to the Plymouth Brethren. There have been significant staffing changes since the last inspection. The executive headteacher took up post in August 2015

#### **The distinctiveness and effectiveness of Great Casterton as a Church of England school are good**

- The level of pastoral care in this nurturing and inclusive Christian family community serving the children and their families.
- The dedication and Christian commitment of the headteacher, governors and staff ensures the school's core Christian values are at the heart of school life.
- The positive attitudes of the children who love learning and achieve well within this supportive Christian environment.
- The partnership with the church and its vicar is instrumental in the worshipping life of this school.

#### **Areas to improve**

- Deepen pupils' understanding of Christianity as a worldwide faith and enable them to meet people of other faiths to enrich their learning and support their spiritual and cultural development.
- Extend the experiences which pupils have to plan and lead collective worship.

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

This small, rural primary school holds the importance of a family at the heart of everything it does. It provides a very positive learning environment where pupils are proud to belong. This is because the school is an inclusive, happy and family community, rooted in the Christian faith and the school's Anglican heritage. Pupils can explain the school's newly chosen Christian values in their own words. They have a good understanding of right and wrong and behaviour is good because spiritual, moral, social and cultural development is strongly promoted. Pupils understand the importance of a family and want to come to school because of the Christian ethos. Consequently, attendance is good and there have been no exclusions. The Christian ethos of the school underpins the hard work of the dedicated staff to make provision for the children even better. Consequently, Key Stage 2 results last year were the highest Great Casterton had experienced. Pupil progress meetings are underpinned by the school's Christian ethos as each child matters as a child of God. As a result, the large majority of children are making good progress. Pupils enjoy religious education [RE]. The RE day in November, based on the life and death of Jesus, was a very successful cross-curricular day. Pupils have a very good level of religious literacy and can explain the Christian narrative well. They speak of incarnation as 'Jesus coming down from heaven as a human and he was not a ghost/spirit. He had flesh on his body'. They go on to explain salvation as 'when Jesus came down from heaven to die on the cross to save us from our sins'. Pupils say that whilst Class 2 studied Christians around the world, they would like their parish priest and others to help them know more about the bigger family to which they belong. However, the school acknowledges that deepening pupils' understanding of the worldwide Christian Church is an area for development. This includes awareness of how Anglicans worship in different countries to enrich their understanding of the worldwide Anglican family. The school has also correctly identified that pupils' experiences of diversity of faith would be further enriched by meeting more people of faith and visiting their places of worship.

## **The impact of collective worship on the school community is good**

Daily worship, based on Christian values and the church year, brings the whole school community together. It involves and engages pupils and makes a difference to the lives of adults, including parents. This is because worship is recognised and valued as an important part of the school day. It informs attitudes, relationships and behaviour. Each half term there is a focus on a Christian value, such as endurance, hope or forgiveness. Bible stories are effectively used as exemplars for each Christian value. For example, the story of David and Goliath encourages children to grow in their self-esteem. They speak of 'David as small and Goliath as armoured and tall. David believed in himself'. One of the strengths of this school is the parish priest who is instrumental in the worshipping life of this school. She leads worship every week in school. Pupils say, 'she talks about our values and links it with a Bible story'. For pupils, she is a welcome and regular visitor. Pupils speak of important milestones, such as the Leavers' Service, which takes place in church. They also enjoyed sharing lunch and prayers with pupils from Thorpe Wood School at their

school when visiting the mosque near their school in Peterborough. Pupils relate the results of forgiveness as moving on, not looking at the past, looking at the present and the future. They also speak of Jesus and the hope he brings. Pupils happily make the sign of the cross when addressing The Holy Trinity and regularly sing a hymn of praise The Trinity in their trinity song. They say, 'when Jesus rises from the dead, his spirit spreads around everyone and is in everyone'. They agree that 'praying builds your confidence'. The school council plan and lead worship by themselves each term. However, they comment, 'other children should do that' and would like to plan and lead worship more frequently, which the school recognises. Children whose parents serve in HM Armed Forces work closely with a learning mentor. They visited the parish church to see the war memorial and then planned and led worship in school at Remembrance-tide. They are able to show how proud they are of their parents who serve their country.

### **The effectiveness of the leadership and management of the school as a church school is good**

Governors hold dear to their mission statement in allowing each child to grow as an individual with the mutual respect offered in a Church of England school. The Christian vision and dedication of the headteacher in conjunction with the staff and governors ensures the school's distinctive Christian character is proudly proclaimed to the whole school community. The governors are all committed to ensuring that every person, whether adult or child, flourishes in this Christian community. Consequently, children succeed and achieve well. With a new headteacher in post, there is a renewed emphasis to move the school forward, in its own right; and with the school at Empingham, with its joint vision and strategic plan. Governors regularly focus on the distinctive Christian character of their church school in governing body meetings. All areas from the previous inspection have been addressed and there are clear priorities identified, going forward. The wellbeing of pupils is a priority and their voice is valued. The wellbeing of staff is equally well supported and governors ensure they receive relevant diocesan training for the roles and responsibilities they hold. Clergy as well as the Bishop's Visitor are welcome and regular visitors to school. Links are developing with the local Methodist Church. Staff and governor expertise is shared across the two schools. Stable staffing now provides excellent role models in their dedication and commitment to this school, benefitting pupils and parents. Succession planning for RE means that a new leader is being developed in her role. However, the school has correctly identified that the development of the RE leader in her role of monitoring and evaluation needs development and the diocese are providing local support for this. The senior leadership team and governors are monitoring RE to give an accurate picture of this key subject. They are encouraged by monitoring in RE, noting that pupils' recall of the life of Jesus could be a resource they could draw on in future life. Hence RE and worship meet the statutory requirements. Parents are full of praise for this family school. They are kept well informed by newsletters which celebrate the values in a biblical context. Good examples include endurance, which helps them to become life-long learners. Links with parents are strengthened through 'chance to share' days when parents can spend time with their children in school, reading books together. Community links are good. These include the school, church and village coming together for Grounds Day, Remembrance Day and the summer fair.

SIAMS report March 2016 Great Casterton Church of England Voluntary Controlled  
Primary School, Rutland PE9 4AU

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

**Exton and Greetham Church of England  
Voluntary Controlled Primary School**

Garden Road  
Exton  
Rutland  
LE15 8AY

**Current SIAMS inspection grade**

**Good**

**Diocese**

**Peterborough**

Previous SIAMS inspection grade:

Good

Local authority

Rutland

Date of inspection

14 September 2016

Date of last inspection

September 2011

School's unique reference number

120178

Headteacher

Megan Davis

Inspector's name and number

Lizzie McWhirter244

### **School Context**

Exton and Greetham is a small rural primary school, serving village communities in Rutland. A significant number of its 48 pupils come from outside the catchment area and almost all pupils are from a White British background. There are a number of pupils whose parents serve in HM Armed Forces. In addition, there are a small number of pupils from the circus/fairground travelling community whose families are very committed to the school. The proportion of pupils who have special educational needs is below average. There have been recent staffing changes. The headteacher has been in post for two years.

### **The distinctiveness and effectiveness of Exton and Greetham as a Church of England school are good**

- The family feel of this small village school thrives on its Christian approach to learning, its focus on Jesus' teaching and the partnership with its parish and church community. This is led by a visionary and dedicated headteacher, thus ensuring everyone in the community feels nurtured and treasured.
- Pupils positively enjoy their learning and value their friendships and teachers within this accepting Christian community where every child matters to God and the school community. As a result, they become confident, honest and non-judgemental individuals.
- The importance placed on collective worship, prayer and reflection is enabling pupils to develop a personal spirituality for everyday life.

### **Areas to improve**

- Embed the governors' systematic monitoring of collective worship and religious education [RE]. This is to give them an accurate understanding about the effectiveness and impact of these key aspects of Christian distinctiveness in order to develop effective strategies to support ongoing improvement.

- Enrich the programme of visits and visitors to enable pupils to meet people of faiths other than Christianity more frequently to enhance their learning and support their spiritual and cultural development.
- Deepen pupils' knowledge of key Christian beliefs to extend their understanding of the school's Anglican heritage and Christianity as a worldwide faith.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Central to this small rural primary school is a strong commitment to value all the children and families it serves. The school's Christian values are linked to its vision and mission statement to 'Explore and Grow', which is underpinned by the importance placed on developing the children spiritually as well as educationally, morally and culturally. This is truly at the heart of the school's positive learning environment where pupils value their friends and teachers. Attendance is good, although there is some mobility. Family requests for absence are always treated with compassion. These include those from HM Armed Forces as well as the travelling community, who all feel accepted here. Consequently, relationships are very good. There have been no exclusions as there is a strong behaviour and safeguarding policy as well as a gender equality policy, built around Christian teaching. These provide a secure, collaborative and purposeful learning culture where all pupils and staff are valued, listened to and challenged to be the best they can be. In practice this enables all to flourish within a spirit of honesty and forgiveness. This is because the school is an inclusive, happy and family community, as the school's vision states, 'living with and having an understanding of, Christian values and faith'. Everyone understands the importance of, and lives out, its chosen core values of love, trust, honesty, friendship, happiness, forgiveness and respect. Targeted support for vulnerable children is resulting in good progress, with all children making good progress over time, given their starting points. This is because the school's leaders have worked hard over the last two years, driven by the school's Christian ethos valuing every individual. Whilst attainment on entry tends to be below average and varies due to the small cohorts and high mobility, results have significantly improved. Consequently, results for Key Stage 2 in 2015 improved with the vast majority of children achieving Level 4 and above for reading, mathematics and writing. In 2016 Key Stage 2 results showed most children reached age related expectations, whilst all pupils made good progress over time. A good example of the support provided by the school is the relationship the school business manager has built up with less confident parents in reading newsletters. Class teachers enable parents to support their children with reading. Whatever their background, children are given confidence to succeed. This includes positive experiences of musical and sporting activities, such as singing in the choir or learning to sail on Rutland Water. Consequently, pupils 'explore and grow' as honest, non-judgemental individuals, respectful of one another. RE makes a good contribution to the school's Christian character and to pupils' spiritual and moral development. It enables all children to build upon the firm foundation of Jesus' teaching in the Bible. RE helps pupils to engage with the text, and also to explore what it means to be a person of faith. Pupils regularly read their children's Bibles, a gift to every pupil from the church community. Pupils say they enjoy their RE and 'learning more and more about God'. RE encourages pupils to think deeply and reflect on personal Christian values and the beliefs of others. Consequently, one pupil was awarded the Bishop's

trophy as the philosopher of the year for asking insightful questions. Whilst pupils do visit local faith communities, they are keen to meet more people of faith and their places of worship. The school correctly identifies this as an area for development to nurture pupils' spiritual and cultural awareness in this non-ethnically diverse area of Rutland. Whilst pupils can relate the Christmas and Easter narrative well, they are less secure in their knowledge of Ascension-tide, Pentecost and the saints to whom their parish churches are dedicated. The school acknowledges the need to deepen pupils' knowledge of key Christian beliefs in order to support their religious literacy as well as their understanding of Christianity's global dimension.

### **The impact of collective worship on the school community is good**

Daily collective worship makes a good contribution to the spiritual development of pupils and adults alike. This is supported by the links with the parish church which the school community enjoys, enriching their experience of worship. Clergy and church members are welcome and regular visitors to school, leading weekly worship. Pupils are now much more involved and are developing their roles in worship, with some pupils becoming active members of the newly established faith council. This was a direct result of the pupils working closely with a governor, who is also a licensed lay reader, to set up prayer spaces in school. Pupils say they enjoy recording their thoughts on worship in the newly revised evaluation logs in 'the holy book'. These provide a good opportunity for pupil voice and are used by the school alongside governors' evaluations to ensure worship is continually evolving, and involving and engaging the whole community. Pupils value the importance of prayer, saying this reminds them that 'God and Jesus are with us the whole time' and 'God is always around if you need him'. In addition, they lead prayers which they have written themselves as an important part of daily worship. This helps them to become independent worshippers and makes a good contribution to their spiritual development. Pupils say they would like to lead worship more frequently, as well as help develop an outdoor prayer space, which concurs with the school's aim. One of the features of worship is the singing, which is age-appropriate and has a focus on the meaning of words, such as the school prayer song at the start of worship. This supports pupils' spiritual development well. Pupils are growing in their understanding of the Holy Trinity, and of God being in three forms. They cite Jesus as 'the one who comes down' and God as 'no one has seen him. He made the world'. They use the symbolism of an apple's pips to speak of 'Jesus, inside us, growing' and of the Holy Spirit, who 'is the seeds that help us grow'. This analogy of growing stems from the school's mission statement to 'Explore and Grow' within a Christian environment. Consequently, through worship and times of reflection, using the prayer space, pupils are enabled to grow in their own spiritual journeys. Parents, staff and governors too value times of worship. As a result, staff speak of 'everyone pulling together' and how they feel 'happier and calmer'. Parents speak highly of Harvest and Christingle services bringing the whole community together.

### **The effectiveness of the leadership and management of the school as a church school is good**

The dedicated headteacher has worked extremely hard in a relatively short space of time to ensure this school's Christian character continues to permeate all school life. Her strong Christian faith guides the way she leads the school and she is supported by



staff and governors, many of whom are new in post. Parents embrace the inclusivity of this small rural school and welcome the fact that 'all walks of life have such a good grounding here'. Indeed, combined with wrap-around care, provided from September 2014, the school prides itself on working closely with its parents. As a result, parents are enabled to support their children's learning as effectively as possible. Christian values which embrace difference underpin the school's policy and practice, ensuring the wellbeing of all. Consequently, children enjoy their learning and roles of responsibility and achieve well over time, given the mobility of some families. This is because the school's leaders have improved standards and inspired self-worth in children, resulting in all groups of children making progress. Staff praise the 'community spirit and links', including staff who work part time who too feel 'nurtured and treasured'. Events such as the community lunches held in school also help to bring everyone together. Governors ensure that Christian values and prayer inform their work and that RE and worship meet statutory requirements. The governors' vision for everything they do is 'Biblically rooted, ensuring children are given a rock on which to build as a firm foundation for life'. Jesus' teaching in the Bible is central to their strategic planning, to enable every child to encounter Jesus through the worshipping life of the school. Consequently, the governors' personal faith and honest and prayerful conviction does not just have a focus on results and strategic ongoing improvement, but is for 'all children to become rounded individuals'. Foundation governors see themselves as 'people of God' engaging in all aspects of school life, where Christian values underpin learners' achievement, building hope for the future. A good example of the chaplaincy work of the parish is the Year 6 transition workshops, which focus on Moses and The Exodus, supporting pupils on their onward journey. Pupils value such times, speaking highly of how they learn from their rector the importance of listening to Jesus through prayer and Bible stories. Areas from the previous inspection have been addressed. Governors acknowledge the need to invest in training and support for the new RE subject leader as well as the systematic monitoring of collective worship and RE to support ongoing improvement. This has begun for the RE subject leader who is new in post. Staff and governors value the support they receive from the diocese. This includes the pastoral work of their Bishop's visitor as well as courses on church school leadership. Consequently, this informs the strategic development plans for the future. In this family school, parents speak highly of the staff and especially of the headteacher. Above all, they greatly value that everyone knows each other and the children pray for those in need.

SIAMS report September 2016 Exton and Greetham VC Primary School, Exton, Rutland  
LE15 8AY

# English Martyrs' Catholic Voluntary Academy

Willow Crescent, Oakham,  
Rutland, LE15 6EH

**School URN:** 139611  
**Inspection Date:** 6 February 2017  
**Inspectors:** Dr Eilis Field and Mrs Siobhan Minford

	Previous Inspection	Good	2
<b>Overall Effectiveness</b>	<b>This Inspection</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship</b>		Good	2
<b>Religious Education</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

English Martyrs' Catholic Voluntary Academy is a good catholic school

- English Martyrs' is a good Catholic school. Its caring, welcoming atmosphere reflects the living out of the school's Mission Statement and is reflected in the good relationships at all levels of school life. A member of staff said, 'I love coming to work here', and a child stated, 'It is a really loving school'.
- The exemplary behaviour of pupils reflects the efficacy of the school's behaviour policy which is founded on Gospel values and the teachings of the Catholic Church.
- The school is well led and managed by the executive headteacher, head of school, subject leader for Religious Education and a strong governing body. They rightly value and closely guard the strong Catholic identity of the school. They are strategic in ensuring that this is sustained as the school meets new challenges including welcoming a higher proportion of pupils who are of faith backgrounds other than Catholic.
- The strong partnership, between the school and parish benefits and is highly valued by the whole community. The parish priest is a regular and welcome visitor to the school. The close links are evidenced in the school and parish newsletters and in the school displays at Church.

## **FULL REPORT**

### **INFORMATION ABOUT THE SCHOOL**

- English Martyrs' is a smaller than average primary school. Since its last inspection in November 2011, the number on roll has increased from 101 to 128.
- The school serves the parishes of St Joseph's, Rutland and St Thomas of Canterbury, Exton.
- The school is federated with St Augustine's Stamford and is part of the St Gilbert of Sempringham Catholic Academy Trust along with Our Lady of Good Counsel Sleaford, Our Lady of Lincoln in Lincoln, St Hugh's Lincoln and St Peter & St Paul Lincoln.
- 48% of its pupils are baptised Catholic, 51.5% are from other Christian denominations and 7% are from a faith background other than Christian.
- 15% of pupils have special educational needs and/or a disability (SEND) at school support stage, none of whom have an education, health care plan (EHCP).
- 12% of pupils are eligible for the Pupil Premium.
- At the end of Key Stage 2, the vast majority of pupils transfer to Catmose College, Oakham. Others transfer to Oakham School, Casterton Business & Enterprise College, Stamford School or Uppingham Community College. The nearest Catholic secondary school is 20 miles away.

### **WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?**

- Catholic Life
- The school now needs to further develop its strategies to facilitate pupils playing a genuine role in the decision-making processes and the development of the Catholic Life of the school.
- Collective Worship
- Further develop pupil skills in preparing for Collective Worship so that they can play a more prominent role and work independently.
- Further develop the robustness of monitoring of Collective Worship so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
- Religious Education
- Develop teachers' skills in questioning and responding to pupils' answers.
- Develop more effective use of 'driver words' in marking and feedback.
- Improve the pace of lessons by ensuring time is not wasted revising work pupils have already covered.
- Develop the robustness of monitoring of Religious Education so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
- Ensure expectations are clear and are consistently applied in respect of the number of extended pieces of writing, use of worksheets and marking and feedback in books.

## CATHOLIC LIFE

### The Quality of the Catholic Life of the School 1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school 1
- The quality of provision for the Catholic Life of the school 1
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school 1

### The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding

- The school's behaviour policy, firmly rooted in Gospel values, results in exemplary behaviour throughout the school and the living out of the school Mission Statement, *'We follow as a family in the footsteps of Jesus'*.
- There is strong sense of belonging within the school. Staff and pupils described the school as, 'like a family'. The genuine care was evident in many of the responses such as, *'I am very happy at this school. Everyone is kind to one another'* and *'I love coming to work each day'*.
- Parents are very positive about the school and all feel welcome. One parent, who had moved her child from another local school spoke enthusiastically about the level of care her child receives from English Martyrs'.
- Pupils are developing greater ownership of developing the Catholic Life of the school. The pupil chaplaincy team, 'Little Lights' are good role models and play a key role in promoting the school's Catholic ethos. They train prayer leaders and run a lunch time club for younger children to fully involve them in the Catholic Life of the school.
- Catholic values are reflected in the ways that the pupils reach out to others. They fundraise for a number of charities, in particular for their adopted charity, the 'Malawi Project'. All children are welcomed into the school and children from other faiths other than Catholic perceive themselves to be valued members of the community.
- The school now needs to further develop its strategies to facilitate pupils playing a genuine role in the decision-making processes and the development of the Catholic Life of the school.

### **The quality of provision for the Catholic Life of the school - outstanding**

- pupils designed a logo to support the school's Mission Statement which is on the cover of all Religious Education books, policies and letterheads.
- There is a strong, caring atmosphere throughout the school; staff and pupils feel valued and know that they can turn to one another for support.
- The robust pastoral systems in place ensure that all pupils, including the most vulnerable, are well provided for. Recently, the school has been approached to take a vulnerable family based on the strength of their pastoral care, which is recognised in the local community.
- Staff, including those from faith backgrounds other than Catholic, value the support offered by the school and its caring Catholic ethos.
- The school has recently adopted a 'Journey in Love' - a scheme of work which assists in the delivery of Relationships and Sex Education (RSE) and the policy is currently being revised according to diocesan guidelines.
- The Catholic ethos is reflected in the bright and welcoming learning environment which celebrates pupil achievements and the values of the school. Pupils enjoy adding their 'heart prayers' to 'The Heart that Sees' tree displayed in the foyer.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding**

- The executive headteacher, head of school and subject leader for Religious Education ensure that the Catholic Life of the school remains central to all that they do both within the school and in the wider community. In keeping with the Church's understanding of parents as 'the first and foremost educators of their children', the school works very hard to engage all parents from all backgrounds and opinions. A parents' forum meets termly to discuss the ethos and vision of the school.
- Governors have a very good understanding of the Catholic Life of the school and robustly hold the school to account regarding its Catholic Life. The linked governor for Catholic Life has benefitted from training opportunities offered by the Diocese.
- The link governor for Religious Education is proactive in developing a strategic approach to ensuring that the Catholic ethos is sustained in light of the anticipated increase in the number of children from other faith backgrounds.
- The school is well supported by the parish priest who is a regular and welcome visitor. He has visited classes to talk to them about his vocation and further visits around vocation are planned. The school and parish regularly support one another in social and fundraising activities.

- Leaders have established robust induction systems for new staff so that all staff, including those from faith backgrounds other than Catholic are clear about the expectations of a Catholic school and are well supported in meeting them.
- The geographical location of the school presents a challenge for staff participating in Diocesan training, nevertheless, leaders have been proactive in seeking advice and guidance of the Diocesan Adviser for Religious Education.

## **COLLECTIVE WORSHIP**

### **The Quality of Collective Worship 2**

- How well pupils respond to and participate in the school's Collective Worship 2
- The quality of provision for the Collective Worship 2
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship 2

### **How well pupils respond to and participate in the school's Collective Worship - good**

- Since the last inspection, under the guidance of the subject leader for Religious Education, the level of pupil involvement has improved significantly and reflects the revised expectations for a 'good' grading.
- Pupils show great reverence and respect throughout Acts of Worship and are able to quietly reflect during prayerful activities.
- Pupils' knowledge of the Church's liturgical year is very good. They are confident in reciting traditional prayers and know the correct responses, for example at the beginning and end of a reading from the Gospel.
- Pupils are able to apply their knowledge of the Church's liturgical year to create appropriate focal points for assemblies and other Acts of Worship.
- Pupils are gaining confidence in preparing class worship and supporting adults in preparing whole school Acts of Worship.
- The school recognises the need to further develop pupils' skills in preparing for Collective Worship so that they can play a more prominent role and work independently.

### **The quality of provision for Collective Worship - good**

- Prayer is an integral part of school life and is woven into the school day. Morning briefing, staff and governors' meetings all begin with prayer and staff value this opportunity to reflect and seek guidance.
- Pupils' enjoyment of a wide variety of liturgy and prayer has been greatly enhanced by the addition of the new chapel.
- Acts of Worship are well resourced. The school has invested in new liturgy boxes which are also used as prayer tables and a wide range of musical resources including those of John Burland.
- Parents and parishioners value the invitation to attend and take part in Collective Worship and liturgies and speak very positively about their experience.
- Mass is celebrated each month in school and this is well supported by parents and parishioners.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good**

- The executive headteacher, head of school and the subject leader for Religious Education are well trained and highly experienced in delivering good quality Collective Worship and use this to disseminate good practice across the school.
- The parish priest uses the Mass as an opportunity to model good practice and involve pupils. The success of this approach has resulted in an increase in the number of pupils serving at Sunday Mass.
- The subject leader for Religious Education has been diligent in developing increasingly robust systems for monitoring the quality of Collective Worship throughout the school.
- The school now needs to give pupils a greater role in independently planning and leading Acts of Worship.
- The link governor, who has benefited from diocesan training, provides a strong lead and has an accurate view of the quality of Collective Worship across the school.
- The school now needs to further develop the robustness of monitoring of Collective Worship so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.

## **RELIGIOUS EDUCATION**

The Quality of Religious Education	2
• How well pupils achieve and enjoy their learning in Religious Education	2
• The quality of teaching and assessment in Religious Education	2
• How well leaders and managers promote, monitor and evaluate the provision of Religious Education	2

### **How well pupils achieve and enjoy their learning in Religious Education – good**

- Caution needs to be applied when analysing data due to the small cohorts within the school. (3 disadvantaged pupils, worth 16%, account for the dip in attainment for this year). Overall, pupils make good progress in Religious Education relative to their starting points.
- Pupils enjoy Religious Education and engage enthusiastically with the tasks set.
- Pupils' knowledge of Bible stories and traditions of the Church is very good; pupils are demonstrably 'religiously literate'.
- Pupils take a pride in their work and respond positively to teacher feedback.
- Pupils' oral responses do not always reflect the level of understanding they are capable of.
- Pupil learning outcomes in their Religious Education books do not always reflect their ability.

### **The quality of teaching and assessment in Religious Education – good**

- Teachers conscientiously plan and mark for Religious Education.
- Teachers and pupils are developing an awareness of 'driver words' and are beginning to apply them to their assessment of Religious Education.
- Teachers are becoming more effective in differentiating tasks to meet the needs of the pupils



**The school now needs to extend pupils' depth of understanding and accelerate their rate of progress by:**

- Developing teachers' skills in questioning and responding to pupils' answers.
- Using 'driver words' in marking and feedback to effectively move learning on.
- Improving the pace of lessons by ensuring time is not wasted revising work pupils have already mastered.

**The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good**

- Leaders ensure that all classes meet the episcopal requirement to devote at least 10% of curriculum time to Religious Education.
- Leaders regularly monitor and evaluate the provision for Religious Education through carefully planned lesson observations, learning walks and work scrutiny.
- Leaders and managers support new staff in planning and delivering lessons using the *Come and See* programme.

**The school now needs to:**

- Develop the robustness of monitoring of Religious Education so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
- Ensure expectations are clear and are consistently applied in respect of the number of extended pieces of writing, use of worksheets and marking and feedback in books.

<b>School Name</b>	English Martyrs' Catholic Voluntary Academy
<b>Unique Reference Number</b>	139611
<b>Local Authority</b>	Rutland

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the Evaluation Schedule for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors jointly observed 5 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the executive headteacher, the head of school, the subject leader for Religious Education, two governors, the parish priests and an additional priest serving in the parish. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mrs Sarah Archer
<b>Executive Headteacher:</b>	Mrs Patricia Mason
<b>Head of School:</b>	Mrs Alison Chambers
<b>Date of Previous School Inspection:</b>	2 November 2011
<b>Telephone Number:</b>	01572 722400
<b>Email Address:</b>	achambers@englishmartyrs.rutland.sch.uk

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grade are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic School. Pupils' needs are exceptionally well met
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Required Improvement	The school is not yet a good Catholic School, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.

**Grade 4** Inadequate

There are features in need of urgent and immediate attention. The school is not meeting the basis minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years

NRCDES Diocesan Canonical Inspection Report

## APPENDIX D

### Key Stage 4 Results 2016 (Amended Date, February 2017) – Catmose College

Full course	Gender	A*-A %	A*-C %	A*-G %	Student Count
Summary for Religious Studies B: Philosophy and Ethics	All	68.9	100	100	45
Summary for Religious Studies B: Philosophy and Ethics	Female	72.4	100	100	29
Summary for Religious Studies B: Philosophy and Ethics	Male	62.5	100	100	16

### Key Stage 4 Results 2016 (Amended Data, February 2017)

Subject: Religious Studies (4610) – Exam: GCSE Full Course (310)	Gender	Student Count	A*-A %	A*-C %	A*-G %	Average Grade
Catmose College	All	45	68.9	100	100	
	Female	29	72.4	100	100	
	Male	16	62.5	100	100	
Casterton College Rutland	All	21	47.6	95.2	100	A-
	Female	17	47.1	94.1	100	A-
	Male	4	50	100	100	A*-
Uppingham Community College	All	27	18.5	81.5	100	C
	Female	19	26.3	89.5	100	C
	Male	8	0	62.5	100	C
National Comparator (State Funded)	All	252,027	29.8	71.7	97.8	
	Female	135,122	34.6	77	98.6	
	Male	116,905	19.6	62.8	96.7	

Subject: Religious Studies (4610) – Exam: GCSE Short Course (320)	Gender	Student Count	A*-A %	A*-C %	A*-G %	Average Grade
Casterton College Rutland	All	121	24	64.5	95.9	C
	Female	53	32.1	77.4	100	B
	Male	68	17.6	54.5	92.6	D+
Uppingham Community College	All	22	45.5	90.9	100	B
	Female	10	40	90	100	C+
	Male	12	50	91.7	100	C+

**Note: All data as reported by the National Consortium for Examination Results (NCER). The Philosophy and Ethics Course at Catmose College is reported as Religious Studies in the NCER data release.**